

## Instructional Plan/Learning Activities

**Content:** English/Health

Courtney

Instructional Plan	Understanding	Know	Skills	MLR
<p>1. Hook: <a href="#">Pizza Hut Commercial</a> Learning Activity (Graphic Organizer, Cooperative Learning, Technology): Graphic Organizer: Sense Chart at <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a>. Cooperative Learning: Students will share their illustrations with the whole class with short explanations. Technology: Students have the choice to use technology to create thier illustration. Artifact: Glogster, Comic Life, Poster, Drawing: Students will read a descriptive text describing food. I want students to create a visual representation for what they pictured while reading this text and present it to the class with an explanation. They will try to make it</p>	<p>Students will understand that the written word and images can aid in depicting what is being described and persuade them of a certain view.</p>	<p>Students will know how to translate what they read into images by creating visual representations.</p>	<p>Students will be able to imagine what is being described in an assortment of texts.</p>	<p>A4-Persusive Texts B3-Argument/Analysis F1-Analysis of Media</p>

even more appealing  
in their illustration  
by using a famous  
person, reference to  
something free, or  
descriptive words.  
We will compile  
advertisements/imag  
es into a culinary  
magazine.

<p>2. Hook: Read descriptive short story to class as an example of word usage. Learning Activity (Graphic Organizer, Cooperative Learning, Technology): Graphic Organizer: Observation Chart at <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a>. Students will find words in piece that relate to the senses listed in order to choose which words to alter. Cooperative Learning: Students will pair up with one other classmate that used the same story as them to alter and read the altered versions of their stories to one another before handing them in. They will provide feedback to one another and make</p>	<p>Students will understand that the written word and images can aid in depicting what is being described and persuade them of a certain view.</p>	<p>Students will know how to change a few words in a description in order to completely change its outlook.</p>	<p>Students will be able to justify how certain word choices can sway ones view.</p>	<p>A4-Persuasive Texts B3-Argument/Analy sis F1-Analysis of Media</p>
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revisions if  
necessary.

Technology:

Students will use  
thesauruses provided  
on their computers  
for lesson.

Artifact: Work

Sample: I will  
provide students  
with a descriptive  
paragraph on a food.  
They will highlight  
and number ten  
word or phrases  
from the text. Using  
their thesauruses  
they will change the  
word or phrase to  
make it more  
descriptive or  
appealing.

3.	Students will	Students will know	Students will be able
Hook: <a href="#">The Ad Detective</a>	understand that food	how to create a story to read between the	F1-Analysis of Media
Learning Activity	effects the different	which depicts how	C1-Research
(Graphic Organizer,	portrayals of body	food advertising can	A4-Persuasive Texts
Cooperative	image and health.	and nutrition.	
Learning,		be misleading.	
Technology):			
Graphic Organizer:			
Story Map 2 at			
<a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a> .			
Cooperative			
Learning: Students			
will be paired with			
another student to			
discuss their ideas			
for their comics to			
get feedback and			
build on each others			
ideas.			
Technology: Comic			

Life

Artifact: ComicLife:

Pick a food that has advertising to make it look good and create a comic based around this food.

The villain will represent the food and the superhero will fight the villain and reveal that the food isn't really all that great based on it's nutritional information.

4.	Students will	Students will know	Students will be able	C1-Research
Hook:	understand that the	how to create a venn	to compare and	F1-Analysis of
Learning Activity	written word and	diagram of good and	contrast what good	Media
(Graphic Organizer,	images can aid in	bad food reviews	and bad food	B3-Argument/Analy
Cooperative	depicting what is	and interpret the	reviews contain.	sis
Learning,	being described and	information gathered		A4-Persuasive Texts
Technology):	persuade them of a	by it.		
Graphic Organizer:	certain view.			
Venn Diagram at				
<a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a> .				
Cooperative				
Learning: Whole				
class venn diagram				
on board.				
Technology:				
Wikispaces				
Artifact:				
Wikispaces:				
Students will				
complete a venn				
diagram based on				
reading various food				
reviews both inside				
and outside of class.				
They will compile				
the characteristics of				
the reviews and				

display them in a venn diagram. We will create a wikispace as a class to compile everyone's information on the good, bad and in between of food reviews.

<p>5. Hook: <a href="#">Advertising Tricks</a> Learning Activity (Graphic Organizer, Cooperative Learning, Technology): Graphic Organizer: Persuasion Map at <a href="http://www.eduplace.com/graphicorganizer">http://www.eduplace.com/graphicorganizer</a>. Cooperative Learning: Students will be put into drafting groups to edit one another papers at different points in the writing process. Technology: Students will use computers to type final drafts of the papers. They will also print out their final draft and type it all over again on their computers. Artifact: Essay: Students will write a persuasive essay on a certain food that they like and</p>	<p>Students will understand that the written word and images can aid in depicting what is being described and persuade them of a certain view.</p>	<p>Students will know how to build a persuasive piece in order to convince an audience of a certain opinion or view.</p>	<p>Students will be able to build their own opinion on descriptions of food and the food industry.</p>
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B4-Persuasive C1-Research

convince others to like it as well. They will incorporate advertising tricks into their paper in order to sway their audience.

6.	Students will understand that food effects the different portrayals of body image and health.	Students will know how to gather and report information on a specific focus of body image and create a multi-genre research paper containing their findings.	Students will be able to be aware of the different lights shed on body image because of food.	C1-Research F1-Analysis of Media B4-Persuasive
Hook: <a href="#">Subway Commercial</a>				
Learning Activity (Graphic Organizer, Cooperative Learning, Technology): Graphic Organizer: Idea Rake at <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a> .				
Cooperative Learning: Students will be put into the same drafting groups they had for the persuasive essays to edit one another papers at different points in the writing process.				
Technology: Students will use a variety of different technologies for this project, the choice is theirs.				
Artifact: 2 written pieces in different genres of writing and a technology piece (iMovie, Podcast, Blog, Wikispace, Comic Life...): Students will be assigned a				

three piece  
multi-genre  
assignment. They  
will research  
advertising related  
to food and body  
images in today's  
media world. They  
will focus on a  
specific image and  
research it. I will  
provide examples  
and guidance for  
topics and genres.